

Safe Technology and Digital Citizenship

A New Responsibility for School Community Councils

The following will be included in trainings and on the School LAND Trust Website:

The intent of HB 213 Safe Technology Utilization and Digital Citizenship in Public Schools is to involve school community councils in an on-going discussion (at least annually) about creating a safe technology environment for students in public schools. As with other responsibilities of school community councils, it is intended that administrators, staff and parents work together to bring about the best possible result for students.

The State Board Rule R277-491 requires a report to the councils from the district and school level administration about the technology and training that is currently in place at your district and school. The report will provide some background for the councils to begin a school specific discussion of safe technology and digital citizenship.

Administration Responsibilities – Report to School Community Councils

CANYONS SCHOOL DISTRICT REPORT:

- What filters are being used and how do they work?

Canyons School District utilizes the Lightspeed Systems content filter. The Web Filter detects and/or blocks access to inappropriate material on the Internet based on an extensive, education-specific URL database with more than one billion entries, as well as CSD custom allow and block lists. Lightspeed content filter, groups sites into about 120 school-specific categories based on subject matter and age-appropriateness, providing easy review and administration.

When a user attempts to visit a site, the policy for the user is checked and the site is either blocked or allowed accordingly. The filter is intended to protect from inadvertent exposure, however it cannot prevent a determined user from finding inappropriate content.

- Are there different settings used for different grades and school levels?

Elementary, Middle and High school as well as staff each have unique filtering settings. These settings tend to be more restrictive at the lower levels and least restrictive for staff.

- What is district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, and etc.?

***Youtube is blocked at the elementary level and allowed at all other levels
Google Images is allowed but forced to “Safesearch” for all users
Weebly is allowed for all users
Facebook is allowed for all users.
Tumblr is blocked for all users***

- Are there management systems available (MDM, Chrome management, LanSchool, and etc.) that can add additional control and who accesses those systems?

The Information Technology Department utilizes several management systems including: LanSchool for Macs and PCs, Google Apps for Education for Chrome OS, and Lightspeed MDM for student iOS devices.

- What resources does the district provide concerning educating students on safe Internet use and digital citizenship?

The District employs a train the trainer model, utilizing a teacher in each school who has received specialized training on Internet safety and digital citizenship. This teacher receives a stipend to provide training to staff, students, and parents throughout the year. CSD also utilizes the [NetSafe Utah](#) and [Common Sense Education](#) curriculum resources. NetSafe Utah provides online videos and resources for students, parents, and educators including the Internet Safety information that Utah schools need to meet the Children’s Internet Protection Act (CIPA) requirements. The Common Sense Education curriculum series includes 18 to 24 lessons for elementary, middle, and high school students, and is distributed using the Nearpod online platform.

- What is the protocol in district schools when inappropriate content is accessed for students, employees and parents?

CSD IT is not actively investigating inappropriate behavior. If alerted by a parent, teacher or principal that inappropriate behavior is suspected, IT will pull the Internet history of the user in question. CSD systems track the last 40 days of Internet traffic for all users.

- Explanation of district capabilities or inability to change filtering, settings and management tools without incurring additional expense to district budgets. Where applicable, districts could include what is provided in connection with e-rate funding.

CSD has the ability to create District-wide white and black lists. White lists allow CSD to override the filter default settings to allow sites to be accessed. Black lists allow CSD to override the filter default settings to block sites. The District also has the capacity to customize allowed and blocked sites by school type. Elementary has a more restrictive set of filter rules than secondary schools.

Jordan High School Report:

- What devices are being used and how are classes using them?
The school has 9 desktop labs, 27 Chromebook labs, and 6 mini I-pad or tablet labs. They are being used for research, testing, Canvas classes (which include assignments, quizzes, discussions, and teacher content), remediation, etc.
We also have 24 WIFI hotspots and 12 Chromebooks for student checkout. They are used for students that do not have access to the Internet and/or a computer at home and need to complete Canvas coursework or online learning.

A suggested computer policy

<p>Computer Use: Student use of electronic information must be used for education, research and must be consistent with the educational objectives of Canyons School District.</p> <ul style="list-style-type: none">• Use computers only for teacher directed educational activities.• Report broken equipment to an adult immediately.• Report inappropriate use of computers or technology immediately.• Shut down the computers at the end of the day.• In mobile lab, plug in computer and place in the correct slot.• No food or liquid near computers.

- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?

Canvas, Skyward, Utah Compose, Utah's Online Library, Google Docs, Quizlet, Kahoot, Weebly (teacher websites), Think Through Math, ALECKS math lab, TI Navigator, utahfutures.org, Microsoft Office (Outlook, Word, PP, Spreadsheets), dictionary.com, simulations for science labs, video tutorials in Khan Academy, Teacher Tube, YouTube, online textbooks, Nearpod, and Safari Montage (video streaming).

- What supervision practices are in place when students are online?

Students are assigned computers in labs, and teachers walk around the class and monitor students.

- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?

LanSchool (a computer monitoring program) is on the library computer lab and the desktop labs.

- What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?

We follow the Canyons District Responsible Access and Use Conduct Guideline:

<http://policy.canyonsdistrict.org/index.php/sections/section-i-instruction/item/policy-ijnda-technology-resources-network-acceptable-use-students>

Students who violate the district guidelines can have their computer privileges at school taken away.

- How does the school balance access and safety appropriate for the grade levels at your school?

We follow the district access and safety guidelines listed in the district portion of this document.

- What does the administration see as their greatest threats for students?

The greatest threats the administration sees are the following:

- **Students who bring their own devices from home and are able to access inappropriate content from those devices because they are not using the district filter**
 - **Cyberbullying and its impact on student morale**
 - **Students posting personal information online**
- What are the policies in place for devices brought from home – tablets, cell phones, etc.?

A suggestion for a School Code:

Cell Phone Use:

Cell phones, smart phones & tablets are an invaluable tool and are welcome at school for educational purposes. Devices must be on silent, on desks where they are clearly visible or left in cinch sack or locker. In class phones can be used under the direction of the teacher or school personnel. Cell phones should never be used for texting, phone calls or group chats during instructional time. Using electronics to harass/bully, take photos, or post/text inappropriate things can result in disciplinary action by the school.

- What does the administration see as the greatest threats for our students on the Internet or elsewhere online?

The greatest threat the administration sees is students who bring their own devices from home and are able to access inappropriate content from those devices because they are not using the district filter.

- What does the administration see as important opportunities for our students related to constructive, proactive technology use?

Important opportunities for students are blended learning through Canvas, access to up-to-date resources, and real-life application opportunities—students will have to use computers in future education and work and need to know how to access good quality information responsibly.

- Explanation of training currently provided:
 - To students about digital citizenship and safe use of technology?

- To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?

Internet Safety materials are available during Parent/Teacher conference. An Internet Safety assembly was held as part of Internet Safety Week. Information and resources about Internet Safety are posted in the commons area on mobile labs and computer labs. Teachers are given Internet Safety tips monthly from the Safe Technology representative at the school. (In most locations it's the librarian)

Council Responsibilities

School Community Councils may create a subcommittee to help accomplish the following responsibilities, entirely or in part, and may partner with non-profit organizations to assist in the education components. It is the responsibility of the council to see that the following is completed each year:

1. Receive the report from the district and school administration (as described above).
2. Discuss the report and decide:
 - A. **Technology.** If the filtering, management systems, and supervision practices are appropriate. If not, identify what needs to be addressed in the context of what the school and district are capable of providing under the current filtering and management systems, supervision availability, and financial restrictions. Establish an action plan to address identified concerns.
 - B. If **student education** currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education and create an action plan to accomplish the goals.
 - C. If the **parent/guardian education** component currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education component and create an action plan to accomplish the goals. The council should then implement the action plans or may delegate portions to be completed with a timeline for reporting back to the council.

School Community Council Discussion Items

- A. Definitions to inform the discussion

- **The Internet** is an electronic communications network that connects computer networks and organizational computer facilities around the world. (*Merriam-Webster*)
- A **computer filter** is software that prevents someone from looking at or receiving particular kinds of material through the Internet or software for sorting or blocking access to certain online material. (*Merriam-Webster*)
- **Digital citizenship** means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security. (*Utah Code*)

B. Discussion Questions

1. We have received a report from the district and school administration about filtering and management tools that are in place at our school as well as education currently being provided for students and parents.
 - Are there any questions?
 - Do you feel you have enough information to complete the council responsibilities related to safe technology and digital citizenship?
 - If not, what additional information do you feel you need to make informed decisions?
2. Understanding the greatest threats to our students that have been identified by the administration, what should be done to address those concerns specific to our school and students?
 - Identify the issues and how each can best be addressed through technology, monitoring, supervision, education, other means, or a combination.
 - Keep these specific concerns in mind as the technology and education responsibilities are discussed.

Technology

1. Are we comfortable with the filters, management tools and monitoring, and supervision being provided at our school?
 - If not, what recommendations does the council have for the school administration and staff?
2. Are the recommendations possible given the physical and economic constraints in place?
 - If not, is there something else the staff and school administration could do to minimize the concerns raised by the council?

3. What is the action plan with timelines to accomplish the goals agreed to by the council and administration? What is the timeline including a completion/reporting timeline to report back to the council?

Student Education

1. Is the council comfortable with the student education being provided and the groups providing the education?
2. Would the council like to receive some feedback/input from students about their experience in the training?
 - If not, where does there need to be improvement?
 - How will the issues needing improvement be addressed?
 - Who will address them and how. What is the timeline including a completion/reporting timeline to report back to the council?

Parent Education

1. Is the council comfortable with the parent education being provided and the groups providing the education?
 - If not, what improvements could be made?
2. How will the issues needing improvement be addressed?
 - Who will address them and how. What is the timeline including a completion/reporting timeline to report back to the council?
3. Are there other issues the council would like to consider? Would the council/students like to implement an opportunity/experience for students to engage in digital citizenship projects that could produce positive outcomes?
 - If so, what are they?
 - How will the identified issues or opportunities best be addressed?
4. Perhaps the council would like to engage students in this discussion to learn what concerns they have and/or what opportunities for positive projects they identify.
 - Who will address them and how. What is the timeline including a completion/reporting timeline to report back to the council?

Summary

1. Have we addressed the greatest threats and opportunities identified by the staff, administration, students, and council?
2. Have we included timelines/reporting dates back to the council, and who is responsible to complete the action plans?